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ABSTRACT

This study examined the views of British public administrators regarding public administration education in Britain. A total of 386 local authority chief executives were surveyed by mail using a 7-page questionnaire; 108 completed surveys were returned. It was found that only 37 percent of the surveys were completed by the chief executives; the remainder were completed by assistant chief executives or other administrative personnel. Nearly 60 percent of the respondents had more than 20 years of experience in the public sector, though less than half reported having some sort of public administration education. Like their American counterparts, British public administrators were less familiar with scholarly journals in public administration and more familiar with practitioner journals, and felt that research and numeracy skills were not very important. Respondent opinions on the value of public administration degrees and courses, specific management skills and competencies, and public policy issues are reported. A copy of the survey questionnaire is appended. (Contains approximately 180 references.) (MDM)

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Public Service Education In Britain: A Survey of the Views of British Public Administrators*

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*A working paper prepared for presentation at the 20th National conference on Teaching Public Administration, Virginia Commonwealth University Campus, Richmond, Virginia, March 6 – 8, 1997

This working paper presents the preliminary results of a collaborative research project between the Department of Public Policy and Managerial Studies of DeMontfort University and Center for Governmental Services of Indiana State University. A sabbatical leave from Indiana State University enabled the second author to participate in this research in England. The mail survey for this research project was carried out on the Scraptoft campus of DeMontfort University, England, in Fall 1996. Computerization and data analysis activities are continuing at Indiana State University and Kentucky State University. Mrs. Urmila Mohapatra provided technical research support Services in England. Mary Richmond, Center for Governmental Services, Indiana State University, provided Trans Atlantic electronic support in revising and finalizing the survey instrument for mail survey. Maryla Istance and Mary Daniel of DeMontfort University provided secretarial support in England. Maria Lorenzo Carballo and Miwa Matsushita both MPA students at Indiana State University are conducting computerization and data analysis activity for this project. The authors are particularly thankful to Professor David Wilson, Chair, Dept. Of Public Policy and Managerial Studies at DeMontfort University for providing a congenial working environment for survey research component of this project. They are also thankful to faculty colleagues in DeMontfort University for their comments on an earlier version of this paper that was presented in a faculty seminar on Scraptoft campus of Leicester, England on November 13, 1996.

Copies of this research report are available from the Center for Governmental Services, Indiana State University, TerreHaute, Indiana 47809, or from the School of Public Administration, Kentucky State University, Frankfort, Kentucky 40601.

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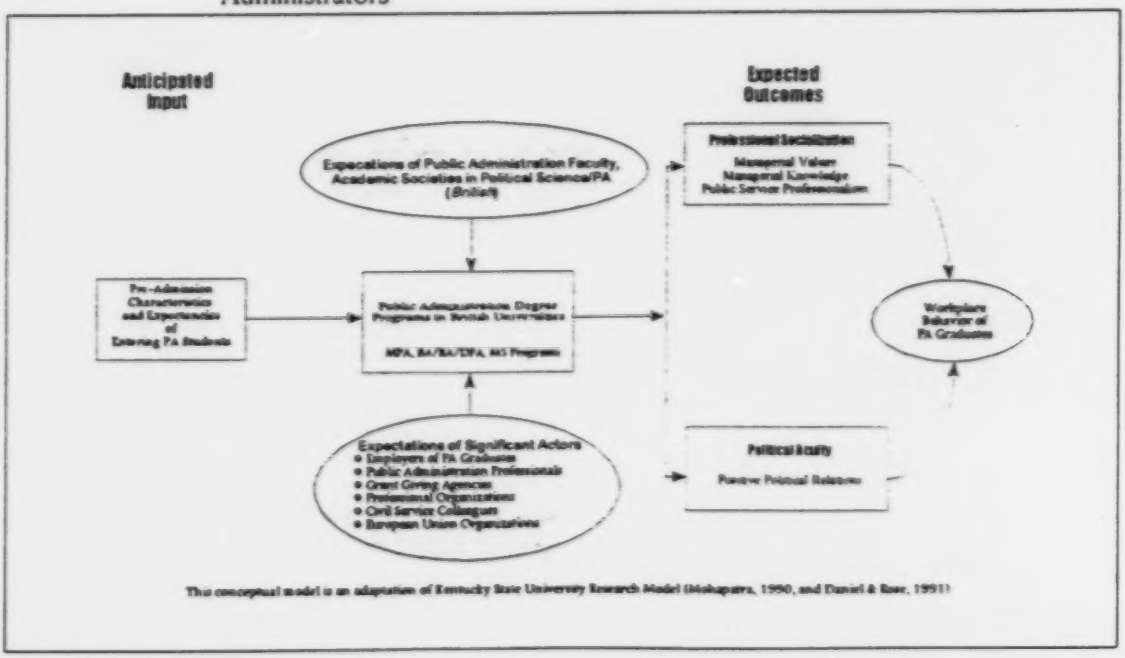
Abstract

This study is based upon the theoretical foundations of research conducted by Kentucky State University in 1987-1994 with the support of two National Science Foundation grants. This working paper seeks to analyze the views of British Public Administrators about Public Administration Education in Britain on the basis of a 1996 mail survey. The researchers have conceptualized Public Administration degree programs in the British Universities and agencies of professional socialization of Public Administrators and consider the views of the practicing Public Administrators a significant. The empirical data for this study was collected through a mail survey on the Scraptoft campus of DeMontfort University. A mail survey of 386 senior local British administrators generated 108 usable responses (28% response rate.) This paper reports the views of these Local Public Administrators about managerial knowledge, skills and values that are considered as important for Public Administrators in the 21st century. Specifically, this research seeks answers to the following research question: How familiar are British Public Administrators about Public Administration programs offered by Universities in Britain? What are some of the core beliefs the British Public Administrators about the practice and study of Public Administration? Which managerial skills and competencies are considered important by Public Administration practitioners? What is the level of importance of various components of Public Administration courses, as perceived by practicing Public Administrators? What is the relevance of public administration expertise in Universities to wider public sector training needs? How relevant is the research activity of British academics in public administration to senior practitioners in the field?

I. THEORETICAL CONCERNS

The theoretical foundations of this research reported herein rests upon the conceptual framework of two National Science Foundation supported studies about the professional socialization of American State Administrators completed at the School of Public Administration of Kentucky State University between 1987-1994. (Daniel and Rose, 1991; Mohapatra and Rose, 1993; Mohapatra et. al. 1990; Osborne, et. al. 1994.) These projects viewed schools and Departments of Public Administration as professional socialization agencies of the American State Public Administrators. The researchers of the present study have attempted to posit this conceptual framework in the context of Great Britain and have tested it on the basis of empirical date collected through field study there. Figure No. 1 provides a conceptual model which views Public Administration degree programs in British universities as professional socialization agencies for the British Public Administrators. It does not preclude other professional socialization agencies including the Civil Service College, professional organizations, continuing education delivery agencies, EU institutions such as Europe Institute of Public Administration in Maastrict . This figure brings into focus the specific role of the British University degree program in Public Administration. It also points out the importance of dealing with the various expectation structures that surround the Public Administration degree programs. These would include students, current employers, potential employers, continuing education seekers, employee organizations, organizations of academics, university administrators, competing agencies and so on. This figure also emphasizes the centrality of professional socialization as an outcome of Public Administration degree programs.

Figure No. 1 Conceptualization of Public Administration Degree Programs in British Universities as Professional Socialization Agencies for British Public Administrators


Anticipated Input
Expected Outcomes
Expectations of Public Administration Faculty, Academic Societies in Political Science/PA (British)
Professional Socialization
Managerial Values
Managerial Knowledge
Public Service Professionalism
Pre-Admission Characteristics and Expectations of Entering PA Students
Public Administration Degree Programs in British Universities
MPA, BA/BA/DPA, MS Programs
Workplace Behavior of PA Graduates
Expectations of Significant Actors
• Employers of PA Graduates
• Public Administration Professionals
• Grant Giving Agencies
• Professional Organizations
• Civil Service Colleagues
• European Union Organizations
Political Reality
Passive Political Relations
This conceptual model is an adaptation of Kentucky State University Research Model (Mohapatra, 1990, and Daniel & Rose, 1991)

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II. REVIEW OF LITERATURE ON PUBLIC SERVICE EDUCATION IN BRITAIN AND AMERICA

A large body of literature exists about contemporary issues in Public Administration as a profession in Britain and the changing nature of Public Administration Education among British Universities (see bibliography). There are a number of overview type texts about Public Administration in Britain (Greenwood and Wilson, 1993). Two major British scholarly periodicals regularly publish pieces on Public Administration Education in Britain are *Teaching Public Administration* and *Public Administration*. A recent issue of *Public Administration* has published a series of articles on the status of Public Administration Education (Greenwood and Heather, 1995; Rhoads, 1995; Hood, 1995). It appears that most writings on British Public Administration Education are by the British academics associated with university-based undergraduate and graduate degree programs. The British civil servants generally do not publish articles on Public Service Education related issues. There are British institutional structures located outside the university system that are directly involved with the education and training of public employees. The Civil Service College of Britain located in Sunningdale Park (with a branch in London Centre) offers many courses that are completed by the British and foreign civil servants. (Civil Service College Prospectus 1996-97.) Most courses offered on residential basis in the Civil Service College are short workshop type courses. It also offers a Public Sector MBA program in cooperation with Manchester Business School and Cranfield School of Management.

University and college-based degree programs in Public Administration in the USA have undergone significant curricular changes in the last two decades. A major reason for these changes has been the inputs received from Public Administration practitioners about employers' needs concerning the contents of Public Administration degree programs. American Universities have utilized diverse techniques to obtain inputs from the Public Administration practitioner. These may include formation of advisory boards and committees upon which the practitioners are invited to serve, involvement of practitioners as lecturers/part-time faculty, and systematic surveys of the practitioners about the Public Administration curricular changes. This approach which involves establishing linkages between the Public Administration degree programs and the Public Administration practitioner seems useful from many perspectives. Firstly, it results in faculty and academic administrators' awareness of the types of managerial skills, knowledge base and attitudinal orientations that may be required by the Public Administration graduates if they are to be effective in the future workplace. Secondly, these types of linkages also enabled pre-service Public Administration students to understand the demands likely to be expected of them by key persons in their future work environment.

When compared with the United States system of Higher Education, British Universities offer only a small number of degree programs in Public Administration/Public Policy. This is particularly true at the Masters level, where many American students return to academic study in order to increase or enhance skills already gained from initial employment.

British Universities offering Public Administration degree programs also seek out the view of Public Administration practitioners to enrich their curriculum contents. As in the USA consultative committees composed of practitioners from key sectors are quite widely used, as is

the use of practitioners as part-time lecturers, visiting Professors, and members of program validation panels. The tradition of many first degrees in Public Administration to offer a sandwich placement (internship) also helps to ensure that courses remain vocationally relevant. There has also been considerable employer input into course design, especially within BTEC programmes. In 1992 a survey conducted by CNAA, later developed by Greenwood and Eggins (1995) analyzed curriculum developments within the discipline. However there is no available documentation surveying practitioner views, other than small case-studies concerning the adoption of competency-based models of on-the-job training.

It is no less important in Britain than in the USA to ensure that programs remain vocationally relevant and meet employer needs. In recent times these needs have changed considerably as the nature of the public sector has itself changed, and as technological and environmental factors have also required new skills and perspectives. Higher education in the UK has also undergone significant change, and it is relevant for this reason also to ensure that sensitivity to employer needs has been retained.

Despite the differences between Public Administration programs in the two countries, one point at which the curricular contents of public administration programs in Britain and the USA are comparable is the core area of managerial knowledge and skills development. This offers a useful point for comparing/contrasting developments.

These situational factors provided the setting of this research. One of the participants in this project has worked in various American Universities as a Public Administration faculty. In this context, he was also involved in different research projects involving surveys of American Public Administrations about Public Administration degree programs. Two of the researchers have long experience as Public Administration teachers and writers in the UK. Both worked closely with the main validating bodies influencing the development of the discipline in recent decades; one as a BTEC moderator, the other as panel member of the CNAA until its abolition in 1992. The other participant in this project has been involved with the two National Science Foundation studies at Kentucky State University between 1987 to 1996.

III. RESEARCH OBJECTIVE

Given the theoretical model presented earlier, the authors of this paper have focussed upon an empirical study of the expectations of Public Administration practitioners in Britain. It is assumed that collectively Public Administration practitioners constitute a significant *public* for the degree programs in Public Administration. They are major employers of the Public Administration graduates and may have definite views about the managerial skills, knowledge and values that are expected in the workplace.

The following specific research questions have provided the basis of this present research.

1. **How familiar are British Public Administrators about Public Administration programs offered by Universities in Britain?**
2. **What are some of the core beliefs the British Public Administrators about the practice and study of Public Administration?**
3. **Which managerial skills and competencies are considered important by Public Administration practitioners?**
4. **What is the level of importance of various components of Public Administration courses, as perceived by practicing Public Administrators?**
5. **What is the relevance of public administration expertise in Universities to wider public sector training needs?**
6. **How relevant is the research activity of British academics in public administration to senior practitioners in the field?**
7. **Do British Public Administrators develop similar patterns of Professionalism and Political Traits as their American Counterparts?**

IV. DATA SOURCES

In this research, findings are based on the responses of high level local Public Administrators serving in the local authorities in England, Scotland and Wales resulting from a postal survey.

During the month June/July 1996 the Scottish Office, Welsh Office and Department of the Environment were requested to provide an up to date list of the local authorities in Britain. These three databases resulted in compilation of a list of 386 Local Authority Chief Executives. These 386 individuals were mailed a seven page questionnaire with both open and closed-ended items. This paper is based upon 108 responses. Although the questionnaires were mailed to the Chief Executives, some of these CEOs passed them on to the Human Resources/Personnel and other local authority officers.

It is accepted that the British public sector is diverse, and that attitudes held by practitioners in one sector (e.g. local government) might not coincide with those from other sectors (e.g. health). While at a later stage, the project might be extended to obtain views representative of the public sector as a whole, it is felt that the survey conducted here - covering senior executives in both local and central government - is nevertheless a most useful exercise.

Table No. 1 provides a general profile of the local authority officers who had responded to this survey. Only about a fifth of the respondents (20%) were females and only four respondents (3.7%) had identified themselves as persons who were ethnic minorities. Nearly 60% of the respondents had more than 20 years experience in the public sector. The original questionnaire had been mailed out to the Chief Executive Officers, but only 37% (N=40) had completed it themselves. The remaining had passed to the other officials including Assistant CEO, Personnel Officers, Employee Development Officers, Corporate Policy Officers, Strategic Management Officers, Administrative Officers and other local authority officials. Only 52 of the respondents reported having some sort of Public Administration Education. The general educational background of the respondents suggested that a great majority had college/university education. As far as the contact with the university-based Public Administration Education was concerned, about a third of the respondents (N=30) had reported such contact.

Table No. 1
PROFILE OF SURVEY PARTICIPANTS

(N = 108)

Gender

Men	78.7% (85)
Women	20.4% (22)

Total 100% (108)

Experience in Public Sector

Five years or less	0.9% (1)
6-10 years	6.5% (7)
10-15 years	16.7% (18)
16-20 years	13% (14)
20+ years	62% (67)

Total 100% (108)

Formal Titles of Respondents

CEO	37% (40)
Assistant CEO	6.5% (7)
Personnel Officer	24.1% (26)
Employee Deve. Off.	10.2% (11)
Corporate Policy Off.	8.3% (9)
Strategic Managm. Off.	3.7% (4)
Administrative Off.	1.9% (2)
Other local Authority Off.	2.8% (3)

Total 100% (108)

Ethnicity

Ethnic Minority	3.7% (4)
Not identified as minority	96.3% (104)

Total 100% (108)

Respondents' Contacts with PA Programs

Individuals Reporting Contacts with PA Programs	33.3% (36)
No Contacts Reported	37% (40)
No Response	29.6% (32)

Total 100% (108)

Public Administration Education

ONC/OND	3.7% (4)
HNC/HND	2.8% (3)
BA/BSc	7.4% (8)
Postgraduate Diploma	6.5% (7)
MA or MPA	8.3% (9)

Total 100% (108)

General Educational Background

GCE/GCSE	11.1% (12)
"A" level	6.5% (7)
HNC/HND	4.6% (5)
Bachelor's or LL.B.	33.3% (36)
Postgraduate Diploma	14.8% (16)
Master's	22.2% (24)
Ph.D.	3.7% (4)
Other*	1.9% (2)

Total 100% (108)

*Other managerial degrees/diplomas education/training reported includes MPA, DMA, DMS, M.Phil, MSC, CIPFA, Cabinet Office Top Management Program etc.

V. DATA ANALYSES AND DISCUSSIONS

Data in Table No. 2 reports the utilization of different types of institutions by the local authorities for Officer training" and Councillor Training". In general, it is indicative of high level of in-house training for the officers in the local authorities.

Table No. 2 Reported Utilization Of Institutions For Officer/councillor Training Programs* **(N = 108)***

Officer Training

TYPE OF INSTITUTIONS	Never	Infrequently	Frequently	Very Frequently	Row Total
Civil Service College	72.2% (78)	15.7% (17)	0% (0)	11.1% (12)	100%
Provincial Employer Organizations	10.2% (11)	39.8% (43)	38.9% (42)	7.4% (8)	100%
Universities	5.6% (6)	55.6% (60)	31.5% (34)	3.7% (4)	100%
Private Consultants	0% (0)	44.8% (52)	44.4% (48)	4.6% (5)	100%
In-House Facility	0% (0)	8.3% (9)	39.8% (43)	50.9% (55)	100%
COUNCILLOR TRAINING					
Civil Service College	84.3% (91)	2.8% (3)	0% (0)	0% (0)	100%
Provincial Employer Organization	25.0% (27)	47.2% (51)	20.4% (22)	2.8% (3)	100%
Universities	39.8% (43)	47.2% (51)	5.6% (6)	0% (0)	100%
Private Consultants	14.8% (16)	65.7% (71)	13.9% (15)	0% (0)	100%
In-House Facility	1.9% (2)	25.0% (27)	52.8% (57)	18.5% (20)	100%

*This table is based upon the responses of 108 local authority officers to two questions about their utilization of institutions for "*officer training*" and "*councillor training*". Missing responses have been merged in the row totals.

Table No. 3 shows the extent to which the respondents were familiar with the different types of Public Administration degree programs that are offered in the British universities. Nearly 58% of the respondents (N=63) responded familiarity with MBA (with Public Sector components) degree. The level of familiarity with the other degrees were somewhat lower.

Table No. 3 Reported Familiarity Of The Survey Participants With Public Administration Programs

(N = 108)*

LEVEL OF REPORTED FAMILIARITY WITH PROGRAMS

UNIVERSITY PROGRAMS	Familiar	Somewhat Familiar	Not Familiar	Row Total
BTEC courses in Public Administration/Public Sector Studies	46.3% (50)	32.4% (35)	19.4% (21)	100%
BA/BSc (Hons) in Public Administration/Policy Studies	35.2% (38)	48.1% (52)	13.9% (15)	100%
MA in Policy Studies	29.6% (32)	35.2% (38)	33.3% (36)	100%
MBA (with Public Sector Components)	58.3% (63)	29.6% (32)	11.1% (12)	100%
Post-Graduate Diploma in Public Administration (DPA)	21.3% (23)	34.3% (37)	38% (41)	100%

Table Nos. 4 and 5 may be considered in a comparative perspective. The Public Administration practitioners tend to be less familiar with the scholarly journals in Public Administration and are more familiar with the periodicals that serve the needs of practitioners such as *Local Government Chronicle* and *Municipal Journal*. As the data presented in Table No. 5 suggests the professionals of Public Administration in Britain are more familiar with the scholarly periodicals and not the above mentioned practitioners oriented periodicals.

Table No. 4 Practitioners' Familiarity With Journals In Public Administration*

(N = 108)

Journals in the Field of Public Administration	Familiar	Somewhat Familiar	Not Familiar	Row Total
British Journal of Political Science	.9% (1)	7.4% (8)	83.3% (90)	100%
Government and Opposition	1.9% (2)	11.1% (12)	79.6% (86)	100%
Local Government Chronicle	92.6% (100)	6.5% (7)	0% (0)	100%
Local Government Review	59.3% (64)	26.9% (29)	11.1% (12)	100%
Local Government Studies	31.5% (34)	32.4% (35)	29.6% (32)	100%
Municipal Journal	87.0% (94)	9.3% (10)	1.9% (2)	100%
Parliamentary Affairs	10.2% (11)	25.0% (27)	57.4% (62)	100%
Policy and Politics	4.6% (5)	13.9% (15)	74.1% (80)	100%
Political Studies	1.9% (2)	15.7% (17)	75.9% (82)	100%
Political Quarterly	2.8% (3)	14.8% (16)	75.0% (81)	100%
Public Administration	21.3% (23)	40.7% (44)	33.4% (36)	100%
Public Money and Management	13.0% (14)	34.3% (34)	45.4% (49)	100%
Public Policy and Administration	5.6% (6)	21.3% (23)	64.8% (70)	100%
Teaching Public Administration	.9% (1)	4.6% (5)	86.1% (93)	100%

Table No. 5 BRITISH PUBLIC ADMINISTRATION ACADEMICS' FAMILIARITY WITH JOURNALS IN PUBLIC ADMINISTRATION*

(N = 56)

Journals in the Field of Public Administration	Familiar	Somewhat Familiar	Not Familiar	Row Total
British Journal of Political Science	32% (18)	43% (24)	20% (11)	100%
Government and Opposition	34% (19)	45% (25)	16% (9)	100%
Local Government Chronicle	21% (12)	36% (20)	34% (19)	100%
Local Government Review	11% (6)	27% (15)	55% (31)	100%
Local Government Studies	43% (24)	29% (16)	21% (12)	100%
Municipal Journal	16% (9)	25% (14)	52% (29)	100%
Parliamentary Affairs	63% (35)	27% (15)	5% (3)	100%
Policy and Politics	39% (22)	45% (25)	11% (6)	100%
Political Studies	73% (41)	18% (10)	4% (2)	100%
Political Quarterly	48% (27)	41% (23)	4% (2)	100%
Public Administration	93% (52)	4% (2)	0% (0)	100%
Public Money and Management	46% (26)	32% (18)	18% (10)	100%
Public Policy and Administration	57% (32)	20% (11)	18% (10)	100%
Teaching Public Administration	39% (22)	43% (24)	14% (8)	100%

* Table No. 5 contains the results to the item "How familiar are you with current writings in the following Public Administration Journals in Britain? (Please tick each item)."

Some of these survey items reported in Table No. 6 were adapted from the original study at Kentucky State University where researchers used these to measure public service professionalism. These items were adapted to measure professionalism among the British administrators. Discussion of the professionalism construct for British administrators will be discussed later in this section.

Table No. 6 Public Administrators' Orientations Toward Public Service Professionalism* (N = 108)

Statements about Public Administrators as Professionals	Strongly Agree	Agree Somewhat	Don't Know	Disagree Somewhat	Strongly Disagree	Row Total
A degree of diploma in Public Administration is valuable a basis for a career in today's public service.	16.6% (18)	69.4% (75)	6.5% (7)	6.5% (7)	0.9% (1)	100%
Public Administrators, regardless of their other educational background can benefit from part-time study on university Public Administration courses.	19.4% (21)	63% (68)	11.1% (12)	5.6% (6)	0.9% (1)	100%
Most good Public Administrators are born, education in the field of Public Administration is not very relevant.	0.9% (1)	10.2% (11)	0% (0)	43.5% (47)	45.4% (49)	100%
Public Administration/Public Sector management is a useful subject for Public Administrators only if studied at postgraduate level as opposed to undergraduate.	1.9%% (2)	13.9% (15)	13% (14)	50.9% (55)	19.4% (21)	100%
The public sector is at least as efficient as the private sector in delivering local Services.	65.7% (71)	27.8% (30)	1.9% (2)	1.9% (2)	0.9% (1)	100%

*This table shows the responses of 108 Local Authority Officials to the following questions. Missing cases have been added to the row totals. Listed below are some statements that have been made about the practice and study of Public Administration. Please indicate the extent to which you agree or disagree with each of these statements. (Please tick each item on a five point scale).

Table No. 7 identifies the managerial skills that are considered by the respondents as important. As shown in Table No. 7, most of the managerial skills listed were found by most to be important to extremely important — with the top two skills being: 1) commitment to efficient and

effective management, and 2) interpersonal communication skills. It is surprising that given today's stress being placed on the need for information that those skills most identified with technology were among those areas thought least important by the respondents.

Table No. 7 Practitioners' Perceived Importance Of Managerial Skills And Competencies For Public Sector Managers*

Managerial Skills and Competencies for Public Administrators	Unimportant	A Little Important	Important	Very Important	Extremely Important	Row Total
Assertiveness skills	.9% (1)	4.6% (5)	58.3% (63)	25.9% (28)	9.3% (10)	100%
Commitment to democratic values in workplace	.9% (1)	4.6%(5)	32.4% (35)	38.0% (41)	22.2% (24)	100%
Commitment to efficient and effective management	0% (0)	0% (0)	7.4% (8)	37.0% (40)	54.6% (59)	100%
Commitment to public sector ethos	1.9% (2)	10.2% (11)	25.9% (28)	33.3% (36)	27.8% (30)	100%
Conceptual skills (e.g. viewing organization as a whole and strategic planning)	.9% (1)	.9% (1)	23.1% (25)	38.9% (42)	35.2% (38)	100%
Counseling and disciplining employees	.9% (1)	11.1% (12)	56.5% (61)	23.1% (25)	6.5% (7)	100%
Designing research studies or programme evaluations	11.1% (12)	50.9% (55)	29.6% (32)	5.6% (6)	1.9% (2)	100%
Evaluating employee productivity	0% (0)	13.0% (14)	50.0% (54)	26.9% (29)	9.3% (10)	100%
Financial skills	.9% (1)	9.3% (10)	46.3% (50)	34.3% (37)	8.3% (9)	100%
Influencing superiors and peers	0% (0)	5.6% (6)	30.6% (33)	45.4% (49)	17.6% (19)	100%
Information technology skills (e.g., using WWW, data bases, Internet, web pages)	3.7% (4)	24.1% (26)	50.0% (54)	18.5% (20)	1.9% (2)	100%
Interpersonal communication skills	0% (0)	0% (0)	6.5% (7)	44.4% (48)	48.1% (52)	100%
Knowledge of legal processes	2.8% (3)	40.7% (44)	42.6% (46)	12.0% (13)	.9% (1)	100%
Participative decision-making skills	0% (0)	8.3% (9)	37.0% (40)	39.8% (43)	13.9% (15)	100%
Managing conflict in the work group	.9% (1)	8.3% (9)	42.6% (46)	34.3% (37)	13.0% (14)	100%
Managing cultural diversity in the workplace	3.7% (4)	23.1% (25)	32.4% (35)	27.8% (30)	12.0% (13)	100%
Mentoring employees in career development	0% (0)	13.9% (15)	45.4% (49)	28.7% (31)	11.1% (12)	100%
Numeracy skills (e.g. using mathematical and statistical techniques)	.9% (1)	33.3% (36)	43.5% (47)	15.7% (17)	4.6% (5)	100%
Political skills	0% (0)	3.7% (4)	13.9% (15)	38.9% (42)	41.7% (45)	100%
Problem solving and decision-making skills	0% (0)	1.9% (2)	12.0% (13)	47.2% (51)	37.0% (40)	100%
Public presentation skills	0% (0)	3.7% (4)	28.7% (31)	45.4% (49)	21.3% (23)	100%
Representing your organization to external constituencies	0% (0)	3.7% (4)	30.6% (33)	41.7% (45)	22.2% (24)	100%
Teamwork building skills	0% (0)	1.9% (2)	31.5% (34)	46.3% (50)	19.4% (21)	100%
Time management skills	0% (0)	6.5% (7)	29.6% (32)	44.4% (48)	18.5% (20)	100%

* This table shows the responses of 107 Local Authority Officers to the following survey questions. Missing cases have been added to the row totals.

Table No. 8 contains a summary to the following question: "The curriculum for Public Administration degree programmes in British Universities and colleges often include the following courses. Based upon your experience as a public administrator, how important are each of these courses for students preparing themselves for a career in public and not-for-profit sectors? (Please tick each item as appropriate)." The respondents' indicated varying level of importance to the Public Administration courses that are currently taken in the British universities. These are shown in Table No. 8.

Table No. 8 Practitioners' Perceived Importance Of Courses Taught In Public Administration Degree Programs*

Courses in Public Administration Program	Unimportant	A Little Important	Important	Very Important	Extremely Important	Row Total
Administrative Law	4.6% (5)	26.9% (29)	45.4% (49)	17.6% (19)	1.9% (2)	100%
Administrative Theories	6.5% (7)	38% (41)	39.8% (43)	11.1% (12)	0.9% (1)	100%
British Government & Politics	0.9% (1)	27.8% (30)	48.1% (52)	17.6% (19)	1.9% (2)	100%
Budgeting/Financial	0% (0)	10.2% (11)	41.7% (45)	38% (41)	7.4% (8)	100%
Business Studies	0.9% (1)	10.2% (11)	47.2% (51)	34.3% (37)	4.6% (5)	100%
Comparative Public Development	6.5% (7)	34.3% (37)	38.9% (42)	7.4% (8)	1.9% (2)	100%
Environmental Studies	5.6% (6)	42.6% (46)	35.2% (38)	10.2% (11)	2.8% (3)	100%
European Union/Policy	1.9% (2)	28.7% (31)	39.8% (43)	21.3% (23)	5.6% (6)	100%
Information Technology	0% (0)	18.5% (20)	39.8% (43)	30.6% (33)	8.3% (9)	100%
Local Government/Politics	0.9% (1)	2.8% (3)	26.9% (29)	40.7% (44)	25.9% (28)	100%
Managerial Studies	0% (0)	1.9% (2)	20.4% (22)	44.4% (48)	29.6% (32)	100%
Marketing	1.9% (2)	26.9% (29)	50% (54)	16.7% (18)	0.9% (1)	100%
Multi-culturalism	12% (13)	33.3% (36)	32.4% (35)	13.9% (15)	4.6% (5)	100%
Organizational Behavior	0.9% (1)	8.3% (9)	40.7% (44)	32.4% (35)	13.9% (15)	100%
Personnel Management	0% (0)	10.2% (11)	46.3% (50)	29.6% (32)	11.1% (12)	100%
Policy Analysis	0% (0)	9.3% (10)	33.3% (36)	37% (40)	17.6% (19)	100%
Pressure	1.9% (2)	18.5% (20)	40.7% (44)	29.6% (32)	5.6% (6)	100%
Public Finance	0% (0)	8.3% (9)	41.7% (45)	37% (40)	10.2% (11)	100%
Public Policy Making	0% (0)	7.4% (8)	31.5% (34)	43.5% (47)	13.9% (15)	100%
Public Sector Ethics	0.9% (1)	9.3% (10)	38% (41)	36.1% (39)	13% (14)	100%
Public Sector Management	0% (0)	3.7% (4)	30.6% (33)	37% (40)	25% (27)	100%
Questionnaire Techniques	8.3% (9)	53.7% (58)	25.9% (28)	6.5% (7)	0.9% (1)	100%
Sandwich Placements in Public Agencies	8.3% (9)	23.1% (25)	24.1% (26)	21.3% (23)	18.5% (20)	100%
Sociology	13.9% (15)	54.6% (59)	25% (27)	3.7% (4)	0% (0)	100%
Social Policy	3.7% (4)	35.2% (38)	40.7% (44)	15.7% (17)	0.9% (1)	100%
Statistical Methods	3.7% (4)	48.1% (52)	30.6% (33)	11.1% (12)	2.8% (3)	100%
Strategic Management	0% (0)	7.4% (8)	23.1% (25)	35.2% (38)	30.6% (33)	100%
Gender and Society	15.7% (17)	36.1% (39)	31.5% (34)	12% (13)	0% (0)	100%

*This table shows the responses of 108 Local Authority Officers to the following question. The missing cases have been added to the row totals.

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Table No. 9 contains the summary of the question: "As a public sector manager, how important do you believe it is to keep currently informed about the following? (Please tick each item as appropriate)." Table No. 9 below contains the response characteristics.

Table No. 9 Practitioners' Perceptions Of The Salience Of Public Policy Issues*

Public Policy Issues	Unimportant	A Little Important	Important	Very Important	Extremely Important	Row Total
Changing levels of electoral support	3.7% (4)	24.1%(26)	47.2% (51)	17.6%(19)	4.6% (5)	100%
Public opinion poll result on policy issues	0% (0)	14.8%(16)	42.6% (46)	33.3%(36)	6.5% (7)	100%
MPs and their views on policy issues	3.7% (4)	11.1%(12)	54.6% (59)	25.0%(27)	2.8% (3)	100%
Councillors' views on policy issues	0% (0)	0% (0)	11.1% (12)	40.7%(44)	44.4%(48)	100%
The local business community and their views on	0% (0)	0% (0)	31.5% (34)	43.5%(47)	22.2%(24)	100%
Local trade unions and their views on policy	3.7% (4)	11.1%(12)	41.7% (45)	27.8%(30)	13.0%(14)	100%
Local consumer groups and their views on policy issues	.9% (1)	3.7% (4)	34.3% (37)	39.8%(43)	18.5%(20)	100%
Foreign Affairs	16.7% (18)	50.9%(55)	25.0% (27)	4.6% (5)	0% (0)	100%
Public sector industrial relations	.9% (1)	16.7%(18)	46.3% (50)	26.9%(29)	5.6% (6)	100%
Ethnic minority groups and their views on policy issues	4.6% (5)	19.4%(21)	38.9% (42)	25.9%(28)	8.3% (9)	100%
Equal opportunities legislation	.9% (1)	10.2%(11)	47.2% (51)	29.6%(32)	9.3% (10)	100%
Policy stances of major political parties in Britain	.9% (1)	10.2%(11)	38.0% (41)	34.3%(37)	13.9%(15)	100%
Views expressed in local newspapers on public policy issues	1.9% (2)	13.0%(14)	38.9% (42)	32.4%(35)	11.1%(12)	100%
Policy stances in major pressure groups in Britain	.9% (1)	23.1%(25)	54.6% (59)	15.7%(17)	1.9% (2)	100%
Public policy trends in Europe	3.7% (4)	34.3%(37)	43.5% (47)	13.0%(14)	2.8% (3)	100%
Public policy trends in the USA	25.9% (28)	46.3%(50)	19.4% (21)	4.6% (5)	.9% (1)	100%

*This table shows the responses of 108 Local Authority Officers to the following survey question. Missing cases have been added in the row totals only.

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Items in Table No. 9 are an adaptation of items used in the Kentucky study which measured their level of "Political acuity."

From an earlier study (Mohapatra et al, 1990) conducted at Kentucky State University, two professional socialization traits were thought to have been found (i.e., *Professionalism Index and Political Acuity*). The measures were discovered as the result of some structural analysis. In order to support, refine or refute their existence, similar measures were part of a second national study (Osborne et al, 1994) conducted at Kentucky State University. The questionnaire used in the present study contained two questions designed to collect information similar to that collected in the Kentucky studies. Consequently, these items were analyzed in the same manner as before to determine if these traits seemed to be present among public administrators in Britain.

Professionalism Index. Question 14 (see below) contain several items thought to be related to professional socialization[1].

14. Listed below are some statements that have been made about the practice and study of Public Administration. Please indicate the extent to which you agree or disagree with each of these statements. [Please tick each item on a five point scale.]

Statements about Public Administrators as Professionals	Tick your responses below				
	Strongly Agree	Agree somewhat	Don't Know	Disagree Somewhat	Strongly Disagree
A degree or diploma in Public Administration is valuable as a basis for a career in today's public service.					
Public Administrators, regardless of their other educational background can benefit from part-time study on university Public Administration courses.					
Most good Public Administrators are born, education in the field of Public Administration is not very relevant.					
Public Administration Public Sector management is a useful subject for Public Administrators only if studied at postgraduate level as opposed to undergraduate.					
The public sector is at least as efficient as the private sector in delivering local services.					

The same statistical procedure used in the Kentucky studies (i.e., factor analysis) was used to determine if the items in question 14 held together as a single trait. The factor analysis was

1 Professional socialization is a complex process through which professionals in different fields gain specialized knowledge relevant to their profession; become cognizant of the ethical norms related to their day-to-day organizational behavior; and develop an identification with an occupational peer group (Blankennship, 1977)

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performed using the Statistical Package for Social Scientists (SPSS^X). Maximum Likelihood extraction was used to reduce the correlation matrix with varimax rotation. Unlike the previous studies, two factors were produced. Below in Figure No 2 are the results of the first factor analysis.

Figure No. 2 Initial Factor Analysis of Question 14

Item	FACTOR ONE	FACTOR TWO
A degree or diploma in Public Administration is valuable as a basis for a career in today's public service	.99089	-.13087
Public Administrators, regardless of their other educational background can benefit from part-time study on university Public Administration courses	.62723	-.09321
The public sector is at least as efficient as the private sector in delivering local services	.21636	-.01526
Public Administration/Public Sector management is a useful subject for Public Administrators only if studied at postgraduate level as opposed to undergraduate.	.04725	.58538
Most good Public Administrators are born, education in the field of Public Administration is not very relevant	-.22861	.35475

As shown in Figure No. 2 above, two of the five items in question 14 loaded high on factor one, with a third item loading highest on factor one, but the weight was very low (i.e., .21636). The remaining two items loaded moderately high on factor two. Upon further thought, and investigation, the two items that loaded high on factor two as well as the questionable item on factor one do not seem to be directly related to the two items loading high on factor one. When compared to the items used in the two Kentucky studies, only the two that loaded high on factor one were similar. Therefore, a second factor analysis was performed, using the three items that loaded highest on factor one.

The results of the second factor analysis are shown in Figure No. 3 below.

Figure No. 3 Second Factor Analysis of Question 14

ITEMS	FACTOR LOADINGS
A degree or diploma in Public Administration is valuable as a basis for a career in today's public service	.99950
Public Administrators, regardless of their other educational background can benefit from part-time study on university Public Administration courses	.63404
Most good Public Administrators are born, education in the field of Public Administration is not very relevant	.19985

As expected, the second factor analysis yielded a one factor matrix. As with the first analysis, the third item did not load very high on this factor. Therefore, it was decided to construct a Professionalism Index using only the two items that had high loadings. As in the Kentucky studies, it was decided not to use factor scores to construct the professionalism index. Factor scores are awkward when used as independent or reference variables because they are decimal fractions, both negative and positive. Integers function much better as references (Tatsuoka, 1971). Therefore, the following equation was used to calculate the index.

PI = RND((Item one + Item two)/2)

The frequency distribution in Table No 10 shows the distribution of Professional Indices.

Table No 10 Professionalism Index Distribution

Value Label	Frequency	Percent	Valid Percent	Cum Percent
Strongly Agree	12	11.1	11.2	11.2
Agree Somewhat	71	65.7	66.4	77.6
No Opinion	18	16.7	16.8	94.4
Disagree Somewhat	5	4.6	4.7	99.1
Strongly Disagree	1	.9	.9	100.0
Missing	1	.9	..	
Total	108	100.0	100.0	
Valid cases 107 Missing cases 1				

In the Kentucky studies, with large .Vs, there were very few respondents that responded with

strong disagreement. Therefore, the low response categories were collapsed to create a three level index. However, with this study the *N* is small, and no attempt will be made to collapse the categories. Given the fact that almost 95% of the respondents ticked the top three categories suggests that these British Public Administrators seem to hold opinions similar to their American counterparts.

Political Acuity. Question 20 (see below) contain several items thought to be related to political acuity.

20. As public sector manager, how important do you believe it is to keep currently informed about the following? [Please tick each item as appropriate]

Public Policy Issues	Unimportant	A Little Important	Important	Very Important	Extremely Important
Changing levels of electoral support					
Policy opinion poll results on policy issues.					
MPs and their views on policy issues					
Councellors' views on policy issues					
The local business community and their views on policy issues					
Local trade unions and their views on policy issues					
Local Consumer Groups					
Foreign Affairs					
Public sector industrial relations					
Ethnic minority groups and their views on policy issues					
Equal opportunities legislation					
Policy stances of major political parties in Britain					
Views expressed in local newspapers on public policy issues					
Policy stances of major pressure groups in Britain					
Public policy trends in Europe					
Public policy trends in the USA					

In the last Kentucky study, items very similar to those in question 20 above yielded three politically related traits that were independent of the professionalism index. And there was little correlation between the three. The same procedure (i.e., factor analysis) was used for this analysis. In order to see if similar conditions exist among British administrators, responses to this question were factor analyzed. Figure No. 4 below contain the results of the factor analysis.

Figure No. 4 Factor Matrix for Question 20

Item	FACTOR 1	FACTOR 2	FACTOR 3
Ethnic minority groups and their views on policy issues	**.78845**	.23039	.11211
Local trade unions and their views on policy issues	**.77686**	.16731	.17823
Public sector industrial relations	**.65239**	.03374	.15665
Equal opportunities legislation	**.55531**	.27259	.14838
Policy stances of major political parties in Britain	.12494	**.67904**	.32425
Councellors' views on policy issues	.11960	**.61627**	-.13274
Changing levels of electoral support	.10671	**.56158**	.24769
Views expressed in local newspapers on public policy issues	.22570	**.55652**	.12910
Public policy trends in the USA	.16384	.04456	**.79812**
Public policy trends in Europe	.18732	.15674	**.70626**
Policy stances of major pressure groups in Britain	.23930	.40514	**.50030**

The factor analysis found that three factors existed, also it was discovered that three of the items did not fit any of these factors (i.e., *MPs and their on views on policy issues, The local business community and their views on policy issues*, and *Foreign Affairs*). Further, it seems that, generally speaking, there is some similarity between the political acuity traits between the British and American public administrators. That is, that the traits of both the second Kentucky study and the present British study can logically be named with the same titles (i.e., social political, political activity and political function).

In both of the Kentucky studies, the professionalism and political acuity measures were found to be independent of one another. A χ^2 statistic and correlation for each of the political acuity indices

and the professionalism index were performed as tests of independence. Unlike the Kentucky studies, only the political function index was found to be independent of the professionalism index. Table No. 11 below contains the result of the test of independence for this combination (i.e., professionalism and political function).

Table No. 11 Test of independence between professionalism and political function

Professionalism	Political Function: Unimportant	A Little Important	Important	Very Important	Extremely Important	Row Total
Strongly Agree	0	4	7	1	0	12
	.5	5.0	5.7	.7	.1	11.7%
	.0%	33.3%	58.3%	8.3%	.0%	
	.0%	9.3%	14.3%	16.7%	.0%	
Agree Somewhat	1	27	34	4	1	67
	2.6	28.0	31.9	3.9	.7	65.0%
	1.5%	40.3%	50.7%	6.0%	1.5%	
	25.0%	62.8%	69.4%	66.7%	100.0%	
No Opinion	2	8	7	1	0	18
	.7	7.5	8.6	1.0	.2	17.5%
	11.1%	44.4%	38.9%	5.6%	.0%	
	50.0%	18.6%	14.3%	16.7%	.0%	
Disagree Somewhat	0	4	1	0	0	5
	.2	2.1	2.4	.3	.0	4.9%
	.0%	80.0%	20.0%	.0%	.0%	
	.0%	9.3%	2.0%	.0%	.0%	
Strongly Disagree	1	0	0	0	0	1
	.0	.4	.5	.1	.0	1.0%
	100.0%	.0%	.0%	.0%	.0%	
	25.0%	.0%	.0%	.0%	.0%	
Column Total	4	43	49	6	1	103
	3.9%	41.7%	47.6%	5.8%	1.0%	100.0%

χ^2	Value	*d/f*	Significance*
Pearson	33.31017	16	.00672

Statistic	ρ	ρ^2	*ASE1*	*T-value*	*Approximate Significance**
Pearson's R	-.05506	.00303	.09115	-.55417	.58069
Spearman Correlation	-.02179	.00047	.09567	-.21903	.82707

* Critical α value $\leq$ .05

As shown in Table No. 11 above, the χ^2 statistic is significant at $\alpha = .00672$, and the correlation coefficients are very low and do not vary from zero statistically. Therefore, these traits are shown to be independent of one another. Why the other political acuity traits were not found to be independent of the professionalism index will require further research. However, there seems to be an awareness among British administrators of the importance of how to cope, in a positive manner, with the political part of government.

VII. CONCLUSIONS

British public administrators, as measured by their responses to the questions on the questionnaire used in this study, seem to possess opinions and attitudes that resemble those reported by their American counterparts in similar studies. This was evidenced by such things as their lack of familiarity with scholarly journals and greater interest in periodicals for practitioners, and their notion that research and numeracy are not very important. One difference noted was the amount of in-house training that takes place in Britain. These results suggest that the similar management skills are thought important — regardless of the system.

The findings reported in this working paper suggests a number of conclusions. Firstly, it demonstrates the feasibility of collaborative empirical research across the Atlantic between Public Administration faculty researchers who are interested in Public Administration Education. Secondly, it appears that the Public Administration academics in Britain, like their American counterparts, can benefit from practitioners perspectives.

With these two general conclusions, we would like to end this working paper.

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Appendix

DE MONTFORT
UNIVERSITY
LEICESTER

LEICESTER BUSINESS SCHOOL
DEPARTMENT OF PUBLIC POLICY AND
MANAGERIAL STUDIES
PROFESSOR DAVID WILSON BA BPHIL PHD
HEAD OF DEPARTMENT

A SURVEY OF THE PERCEPTION OF SENIOR PUBLIC SECTOR MANAGERS ABOUT PUBLIC ADMINISTRATION EDUCATION

23 September 1996

Dear Chief Executive,

The department of Public Policy and Managerial Studies at De Montfort University is conducting a national survey of senior public sector managers in collaboration with Indiana State University, USA. The purpose of this survey is to understand exactly what knowledge, skills and aptitudes are expected of graduate entrants into the public sector, with the findings being fed back to the tutors responsible for running Public Administration courses at university and college. A similar survey in the United States benefited from a high response rate, and proved most successful in helping to match graduates' skills with employers' needs, and we hope to repeat that success in Britain. We would be grateful if you could spare ten minutes to complete the enclosed questionnaire since we want the final report to reflect a full range of views. The report will, of course, respect individual confidentiality.

Your response will be helpful to departments of Public Administration and Public Policy in Britain. A prepaid envelope is enclosed for your reply, and should you have any questions about this survey please write to us or contact us on 0116 257 7805. We would appreciate receiving your completed questionnaire within a fortnight if at all possible.

A copy of the final report can be made available on request from Professor John Greenwood at the above address.

Thank you for your co-operation.

Yours faithfully,

Professor John Green	*Professor Manindra Kumar Mohapatra*	*Dr. Lynton Robins*
Professor of Public Administration Director, Unit for Local Democracy	Visiting Scholar from Indiana State University, USA	Public Administration Coordinator

Scraptoft Campus Leicester LE7 9SU Telephone (0116) 257 7795
De Montfort University has centres at Leicester, Milton Keynes, Bedford and Lincoln

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A SURVEY OF THE PERCEPTIONS OF SENIOR PUBLIC SECTOR MANAGERS ABOUT PUBLIC ADMINISTRATION EDUCATION

PART I

PROFESSIONAL BACKGROUND DATA
(For statistical purposes only)

1. Name of your organization: _____

2. Your formal title in the organization: _____

3. Your educational background:

General Education
(Please tick highest degree received)
- ☐ GCE/GCSE
- ☐ GNVQ
- ☐ "A" level"
- ☐ ONC/OND
- ☐ HNC/HND
- ☐ Bachelors or LL.B ☐
- ☐ Postgraduate Diploma
- ☐ Masters
- ☐ Ph.D.
- ☐ Other (please specify)_____

Public Administration Education (Please tick course title)
- ☐ ONC/OND
- ☐ HNC/HND
- ☐ BA/BSc (eg. Public Administration/Public Sector Management/PublicPolicy/PublicSectorManagement/ Government)
- ☐ Postgraduate Diploma (DPA)
- ☐ MA (eg. Policy Studies) or MPA ☐
- ☐ MBA (with public sector component)
- ☐ Ph.D
- ☐ Other (please specify)_____

4. Your current memberships of major professional bodies (list):

1. _____ 2. _____ 3. _____ 4. _____

5. SEX ☐ male ☐ female

6. Your total years of service in public sector: ☐ Five years or less ☐ 6-10 yrs ☐ 10-15 years ☐ 16-20 years ☐ 20 + years

7. Do you come from an ethnic minority population? ☐ yes ☐ no If yes, specify _____

8. How frequently does your Council use the following for <u>officer</u> training? (Please circle as appropriate)

a) Civil Service	Never	Infrequently	Frequently	Very Frequently
b) Provincial Employers Organization	Never	Infrequently	Frequently	Very Frequently
c) Universities	Never	Infrequently	Frequently	Very Frequently
d) Private consultants	Never	Infrequently	Frequently	Very Frequently
e) In-house-facility	Never	Infrequently	Frequently	Very Frequently
f) Other (please explain)	Never	Infrequently	Frequently	Very Frequently

9. How frequently does your Council use the following for <u>Councillor</u> training?

a) Civil Service college	Never	Infrequently	Frequently	Very Frequently
b) Provincial Employers Organization	Never	Infrequently	Frequently	Very Frequently
c) Universities	Never	Infrequently	Frequently	Very Frequently
d) Private consultants	Never	Infrequently	Frequently	Very Frequently
e) In-house-facility	Never	Infrequently	Frequently	Very Frequently
No Councillor training provided	Never	Infrequently	Frequently	Very Frequently

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PART II

10. How familiar are you with each of the following Public Administration programmes offered by universities? (Please tick each item as indicated)

University Programmes in Public Administration	Familiar	Somewhat Familiar	Not Familiar
1. BTEC courses in Public Administration/Public Sector Studies			
2. BA/B.Sc (Hons) inn Public Administration/Policy Studies			
3. MA in Policy Studies			
4. MBA (with Public Sector Component)			
5. Postgraduate Diploma in Public Administration (DPA)			
6. Other programme (please name)			

11. Do some university and college departments of Public Administration and Public Policy in your area occasionally consult with you about their programme development, placement assistance, guest lecturing, collaborating research, or part-time teaching opportunities? If yes, please describe briefly any type of assistance that you may have given to these programmes in recent years.

_____

_____

_____

12. How familiar are you with current writings in the following Public Administration Journals in Britain? (Please tick each item)

Journals in the field of Public Administration	Familiar	Somewhat Familiar	Not Familiar
British Journal of Political Science			
Government and Opposition			
Local Government Chronicle			
Local Government Review			
Local Government Studies			
Municipal Journal			
Parliamentary Affairs			
Policy and Politics			
Political Studies			
Political Quarterly			
Public Administration			
Public Money and Management			
Public Policy and Management			
Teaching Public Administration			
Other (please name)			

13. Do you have any general comments about the usefulness of the articles for public sector managers?

_____

_____

14. Listed below are some statements that have been made about the practice and study of Public Administration. Please indicate the extent to which you agree or disagree with each of these statements. [Please tick each item on a five point scale.]

Statements about Public Administrators as Professionals	**Tick your responses below**				
	Strongly Agree	**Agree somewhat**	**Don't Know**	**Disagree Somewhat**	**Strongly Disagree**
A degree or diploma in Public Administration is valuable as a basis for a career in today's public service.					
Public Administrators, regardless of their other educational background can benefit from part-time study on university Public Administration courses.					
Most good Public Administrators are born, education in the field of Public Administration is not very relevant.					
Public Administration/Public Sector management is a useful subject for Public Administrators only if studied at postgraduate level as opposed to undergraduate.					
The public sector is at least as efficient as the private sector in delivering local services.					

15. Do you recommend any specific strategies for developing public service professionalism among undergraduate and post-graduate students who are studying in Public Administration degree programs in the British Universities?

_____

_____

_____

_____

16. As a senior public sector manager how do you perceive your role in relation to public policy in your local authority? (e.g.,Policy Initiator; Policy Adviser; Policy Implementer)

_____

_____

_____

_____

_____

17. Listed below are some skills and competencies that have been considered important for public sector managers. In your opinion, how important are each of these for managers in your organization? (Please tick each item as appropriate.)

Managerial skills and Competencies for Public Administrators	Unimportant	A Little Important	Important	Very Important	Extremely Important
Assertiveness					
Commitment to democratic values in workplace					
Commitment to efficient and effective management					
Commitment to public sector ethos					
Conceptual skills (e.g., viewing organization as a whole and strategic planning)					
Counseling and disciplining employees					
Designing research studies or programme evaluations					
Evaluating employee productivity					
Financial skills					
Influencing superiors and peers					
Information technology skills (e.g., using WWW, data bases, Internet, web pages)					
Interpersonal communication skills					
Knowledge of legal processes					
Participative decision-making skills					
Managing conflict in the work group					
Managing cultural diversity in the workplace					
Mentoring employees in career development					
Numeracy skills (e.g., using mathematical and statistical techniques)					
Political skills					
Problem solving and decision making skills					
Public presentation skills					
Representing your organization to external constituencies					
Teamwork building skills					
time management skills					

Your additional comments, if any, about useful managerial skills and competencies for public sector managers.

_____

_____

_____

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18. The curriculum for Public Administration degree programmes in British Universities and colleges often include the following courses. Based upon your experience as a public administrator, how important are each of these courses for students preparing themselves for a career in public and not-for-profit sectors? (Please tick each item as appropriate)

Courses in	Unimportant	A Little	Important	Verey	Extremely
Administrative Law					
Administrative Theories					
British Government & Politics					
Budgeting/Financial Accounting					
Business Studies					
Comparative Public					
Development Administration					
Environmental Studies					
European Union/Policy Making					
Information Technology					
Local Government/Politics					
Managerial Studies					
Marketing					
Multi-culturalism					
Organizational Behaviour					
Personnel Management					
Policy Analysis					
Pressure Groups/Parties/Media					
Public Finance					
Public Policy Making					
Public Sector Ethics					
Public Sector Management					
Questionnaire Techniques					
Sandwich Placements in Public					
Sociology					
Social Policy					
Statistical Methods					
Strategic Management					
Gender and Society					

19. Your additional comments and suggestions, if any, about undergraduate and post-graduate public administration curriculum in the universities in Britain. (Use back page if needed)

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20. As a public sector manager, how important do you believe it is to keep currently informed about the following? [Please tick each item as appropriate]

Public Policy Issues	Unimportant	A Little Important	Important	Very Important	Extremely Important
Changing levels of electoral support.					
Public opinion poll results on policy issues					
MPs and their views on policy issues					
Councellors' views on policy issues					
The local business community and their views on policy issues					
Local trade unions and their views on policy issues					
Local consumer groups and their views on policy issues					
Foreign Affairs					
Public sector industrial relations					
Ethnic minority groups and their views on policy issues					
Equal opportunities legislation					
Policy stances of major political parties in Britain.					
Public policy trends in Europe					
Public policy trends in the USA					

21. Your additional suggestions, if any, for public sector managers to keep up with important public policy issues

Part III

CULTURAL DIVERSITY MANAGEMENT ISSUES

This section deals with cultural diversity management issues in Public Administration.

22. In your opinion, how important should it be for public sector managers in Britain to develop any special competencies in managing a culturally diverse public service workforce?

_____
_____
_____
_____
_____
_____

23. In your opinion, what special knowledge and skills, if any, are needed by individual public sector managers in managing a culturally diverse workforce in Britain?

_____
_____
_____
_____
_____
_____

24. Do you have any general comments about the barriers, if any, to the professional advancement of ethnic minorities in government organizations? If so, then how can individual ethnic minority employees overcome these barriers?

_____
_____
_____
_____

25. Do you have any general comments about the barriers, if any, to the professional advancement of women in public sector organizations? If so, then how can individual women employees overcome these barriers?

_____
_____
_____
_____

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY. A REPORT ON THIS SURVEY WILL BE AVAILABLE IN SPRING 1997. IF YOU WISH TO OBTAIN A COPY OF THIS REPORT PLEASE WRITE TO:

Professor John Greenwood
Project Director
Department of Public Policy and Managerial Studies
DE MONTFORT UNIVERSITY
Scraptoft Campus
Leicester, England LE7 9SU

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